

**DEPARTMENT:** Educational Studies, Leadership and Counseling

**COURSE PREFIX:** ADM **COURSE NUMBER:** 750

**CREDIT HOURS:** 3

**I. TITLE:** Philanthropy and Community Engagement: Institutional Advancement in Education

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

The purpose of this course is to refine the knowledge, skills, and dispositions needed to plan and execute innovative approaches to advance the educational institution's mission by increasing private and public financial support, promoting awareness of the institution to key publics, and involving constituents in the life of the institution. In this era of declining publicly appropriated funds for education at all levels, the role of outside private funds from alumni, friends, corporations, foundations, and other key community stakeholders is growing and increasingly important. Institutional advancement focuses on attracting and generating private support through the identification, research, cultivation, asking, closing, and stewardship of donors and private gifts.

**Prerequisite(s):** None

**III. COURSE OBJECTIVES:**

The student will be able to

- A. examine the theoretical framework and ethical practice of fundraising;
- B. demonstrate an understanding of the stewardship process;
- C. examine various practices and techniques of fundraising and relational development;
- D. explore the process of prospecting research;
- E. identify best practices for annual funds, capital campaigns, endowments, planned giving, and other fundraising opportunities; and
- F. articulate the role of educational and community stakeholders, administrators in institutional advancement.

**IV. CONTENT OUTLINE:**

- A. History of academic fundraising
- B. Fundraising theories, principles and techniques
- C. The ethics of fundraising
- D. Stewardship process
- E. Prospecting research and donor relations
- F. Annual funds, capital campaigns, endowments, planned giving and other fundraising opportunities
- G. Evaluation of fundraising programs and initiatives

**V. INSTRUCTIONAL ACTIVITIES:**

This course will consist of lectures, case studies, in-depth examination of functional areas of academic fundraising, class discussions, group projects, review and examination of fundraising programs, review of theoretical literature, presentations, actual examination of academic fundraising programs, and the review and analysis of practice based institutional advancement literature and materials.

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

None

**VII. TEXT(S) AND RESOURCES:**

Hunt, P. (2012). *Development for academic leaders: A practical guide for fundraising success*. San Francisco, CA: Jossey-Bass.

Tempel, E., Seiler, T., & Aldrich, E. (2010). *Achieving excellence in fundraising*. San Francisco, CA: Jossey-Bass.

Worth, M. J. (2002). *New strategies for educational fundraising*. Phoenix, AZ: American Council on Education and Oryx Press.

### **VIII. EVALUATION AND GRADING PROCEDURES:**

Evaluation and grade will be determined by assignments, tests, and projects based on text, supplementary readings in professional journals, lectures, presentations, group activities, and class discussions.

Signature Assignment: The student will collaborate with institutional and community stakeholders to assess mutual interests and develop a plan of support for related projects.

### **IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

### **X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

#### **Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY STATEMENT:**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).